

2025 NYSESLAT

Grades 7–8 Item Maps

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|----------------------|--------|----------|---------------|---|
| 1 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.7-8.1 | Emerging: Student uses phrases and simple sentences to ask questions, paraphrase information, and contribute to a conversation. |
| 2 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.7-8.2 | Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence. |
| 3 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.7-8.3 | Expanding: Student uses simple, expanded, and/or complex sentences to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons. |
| 4 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.7-8.3 | Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons. |
| 5 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.7-8.1 | Emerging: Student uses phrases and simple sentences to ask questions, paraphrase information, and contribute to a conversation. |
| 6 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.7-8.2 | Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence. |
| 7 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.7-8.2 | Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence. |
| 8 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.7-8.3 | Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons. |

2025 NYSESLAT
Grades 7–8 Item Maps (continued)

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|----------------------|--------|-----------|---------------|--|
| 9 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.7-8.1 | Emerging: Student uses phrases and simple sentences to ask questions, paraphrase information, and contribute to a conversation. |
| 10 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.7-8.2 | Transitioning: Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence. |
| 11 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.7-8.2 | Expanding: Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence. |
| 12 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.7-8.3 | Commanding: Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons. |
| 1 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.3 | Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse. |
| 2 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.1 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse. |
| 3 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.2 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse. |

2025 NYSESLAT
Grades 7–8 Item Maps (continued)

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|-----------|---------------|---|
| 4 | 1 | Multiple-Choice | 1 | Listening | PLD.4.L.7-8.1 | Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse. |
| 5 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.1 | Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse. |
| 6 | 1 | Multiple-Choice | 1 | Listening | PLD.1.L.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse. |
| 7 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.3 | Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse. |
| 8 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.3 | Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse. |

2025 NYSESLAT
Grades 7–8 Item Maps (continued)

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|----------|---------------|---|
| 9 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text. |
| 10 | 1 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.5 | Commanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts. |
| 11 | 1 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.2 | Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text. |
| 12 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.4 | Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts. |
| 13 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.7-8.3 | Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text. |

2025 NYSESLAT
Grades 7–8 Item Maps (continued)

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| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|----------------------------|--------|-----------|---------------|---|
| 14 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text. |
| 15 | 1 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.2 | Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text. |
| 16 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.7-8.3 | Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text. |
| 17 | 1 | Short Constructed Response | 4 | Writing | PLD.5.W.7-8.2 | Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text. |
| 18 | 2 | Multiple-Choice | 1 | Listening | PLD.1.L.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse. |
| 19 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.3 | Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse. |

2025 NYSESLAT
Grades 7–8 Item Maps (continued)

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| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|-----------|---------------|--|
| 20 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.2 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse. |
| 21 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.1 | Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse. |
| 22 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.3 | Emerging: Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse. |
| 23 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.2 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse. |
| 24 | 2 | Multiple-Choice | 1 | Listening | PLD.5.L.7-8.4 | Commanding: Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse. |
| 25 | 2 | Multiple-Choice | 1 | Listening | PLD.4.L.7-8.2 | Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse. |

2025 NYSESLAT
Grades 7–8 Item Maps (continued)

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| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|----------|---------------|---|
| 26 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.7-8.3 | Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text. |
| 27 | 2 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.1 | Commanding: Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text. |
| 28 | 2 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.2 | Expanding: Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text. |
| 29 | 2 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.2 | Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text. |
| 30 | 2 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text. |
| 31 | 2 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.4 | Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts. |

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Grades 7–8 Item Maps (continued)

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|----------------------------|--------|-----------|---------------|---|
| 32 | 2 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.5 | Commanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts. |
| 33 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.7-8.2 | Transitioning: Student can, with limited support, identify most phrases, simple sentences or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text. |
| 34 | 2 | Short Constructed Response | 4 | Writing | PLD.5.W.7-8.2 | Commanding: Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text. |
| 35 | 3 | Multiple-Choice | 1 | Listening | PLD.1.L.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse. |
| 36 | 3 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.2 | Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse. |
| 37 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.2 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse. |

2025 NYSESLAT
Grades 7–8 Item Maps (continued)

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|-----------|---------------|---|
| 38 | 3 | Multiple-Choice | 1 | Listening | PLD.1.L.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse. |
| 39 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.3 | Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse. |
| 40 | 3 | Multiple-Choice | 1 | Listening | PLD.1.L.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse. |
| 41 | 3 | Multiple-Choice | 1 | Listening | PLD.4.L.7-8.4 | Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse. |
| 42 | 3 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.2 | Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse. |
| 43 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.3 | Entering: Student may determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text. |

2025 NYSESLAT
Grades 7–8 Item Maps (continued)

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|-----------------|--------|----------|---------------|---|
| 44 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.1 | Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text. |
| 45 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.2 | Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text. |
| 46 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.1 | Expanding: Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text. |
| 47 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.4 | Expanding: Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts. |
| 48 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text. |

2025 NYSESLAT
Grades 7–8 Item Maps (continued)

*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---------------|--------------|---|--------|----------|---------------|---|
| 49 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.7-8.3 | Transitioning: Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text. |
| 50 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.2 | Emerging: Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text. |
| 51 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.1 | Entering: Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text. |
| 52 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.7-8.2 | Transitioning: Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text. |
| 53 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.5 | Commanding: Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts. |
| 54 | 3 | Extended Constructed Response/ Narrative | 4 | Writing | PLD.5.W.7-8.3 | Commanding: Student uses a variety of simple, expanded, and complex sentences to sufficiently provide or refer to multiple characters, precise details, sequenced events, and closure to develop a narrative text. |